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the whole truth,  
and nothing  
but the truth  
... without fear  
or favor"

Conde McGinley  
1890 • FOUNDER • 1968

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# THE NEW "MORALITY"

SOVIET BLUEPRINT FOR TOTAL IMMORALITY UNLEASHED FIFTY YEARS AGO  
HURLED THE UNITED STATES INTO ABYSS OF MORAL DEGRADATION

By CARL F. LYONS

Under modernism a new look is given to religion. The Church is streamlining to promote the fashionable trends, to hold within the fold the element who demand change, change without counting the cost, change to conform to "guidelines" as set forth by review boards or councils of men. Modernism disregards the fundamentals of ancestry, to establish trends in extremism, trends to determine the pattern in transitions, transitions in behaviour and conduct, trends to dehumanize through demoralization.

The fashions of today are designed to meet the expanding energies of youth, and where these energies can be harnessed, those who hold the reins on guidelines determine the course the power flows. This is evidenced by college campus happenings, street demonstrations, and gatherings of any magnitude.

In the world of youth, long-playing records are a multibillion-dollar business each year. The theme generates emotional instability of youth through suggestion of sex, dope and barbiturates. Directly related to the long-playing records is the pornographic literature peddled by irreputable characters who ply their wares to high school and college students. Much of the trend is adopted in higher education as well.

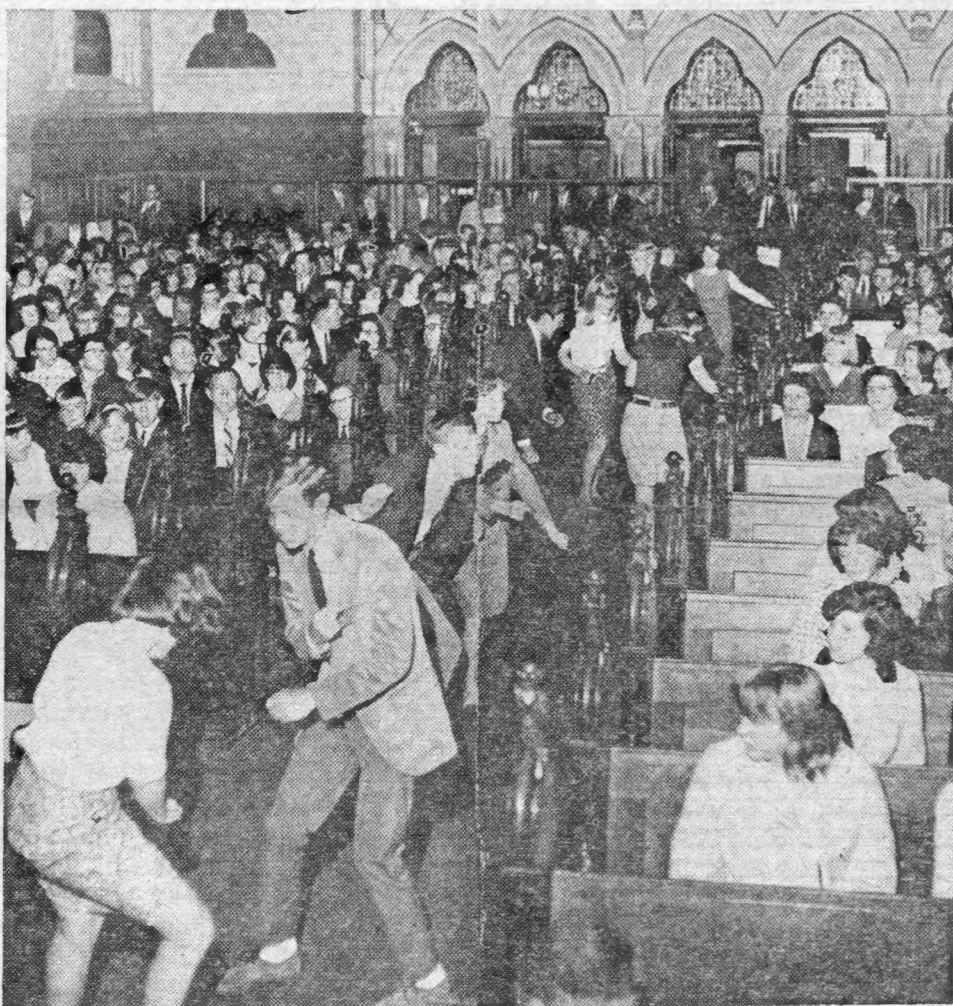
An example in reference is twelve paper-bound editions of literature by Southern authors which have been a must reading at the University of Alabama by English Major students in their senior year. Included in these books, required reading without a term paper, are Lady Chatterley's Lover, God's Little Acre, Sweet Birds of Youth, Pale Horse, Pale Rider and Lie Down in Darkness. Lie Down in Darkness suggests lying down with the Negro.

One student reported an incident where the professor stated "I'll tell you young ladies now, if you expect to get along in this world you will have to be a whore six days a week and go to church on Sunday." Students who disagree with liberal issues are generally given poor grades; they are jeered by the liberals, and find themselves out of harmony with everything and everyone about them.

Higher education functions for the purpose of advancing the arts and sciences. It was designed to equip peoples with knowledge for the competitions in life and to add to the world's store of cultural endowments; but we must conclude that an educated mind without an educated heart does not meet the standard and the equations of past performance. To so conclude we have only to review the mass murders by youthful degenerates whose prime urge is to kill for thrills, youth whose energies have been misapplied. These are the side-effects from reaction where human compassions are translated into animalistic instincts.

Religion as measured by Christian doctrine employs the mind and emotions to coordinate with the fundamental principles between

## HOOTENANNY RELIGION



The above picture shows a rock-and-roll service in the Old South Church in Boston. According to one member, the service was more sacrilegious, if that is possible. Just how much deep religious feeling does one achieve by seculariz-

ing religious services this way? Instead of having the frug and the watusi done in church, shouldn't the clergy, rather, be pointing out the impropriety of much modern dancing, its essential ugliness and savagery?

right and wrong and between fact, fantasy and superstition. The equation was established in the Beatitudes proclaimed in the Sermon on the Mount nearly two thousand years ago. They have endured the test of time, and any deflection from these principles becomes a sad commentary on the clergy and the priesthood of all Christendom. But modernism demands a new look, it suggests that rhyme and reason must surrender to emotional passions to allow the individual full expression of desire. This is a product of psychiatric humbug, a design to undermine the cultural structure of Western Civilization for the communization of the West in the plan for world government.

In the LEAGUE FOR SPIRITUAL DIS-

"Give us a child for eight years,  
and it will be a Bolshevik forever."

"Demoralize the youth of a land  
and the revolution is already  
won."  
-NICOLAI LENIN

COVERY each Tuesday night at the Village Theatre, 105 Second Avenue at Sixth Street, New York City, worship ceremonies are conducted as **Psychedelic Religious Celebration**.

Here LSD, the controversial drug, is used to emotionalize initiates for blissful hallucinations. The initiate experiences supposedly extra-sensory reverberations and psychic complexes. It is a religious myth with gestures in pantomime and with dances performed in a fashion to correspond to the vestal virgins of Babylonian antiquity. This concourse suggests the salutations of black magic, art and sorcery abhorrent to God in the predawn of revelation given to Abraham for the establishment of the Holy Oracles, and the translation into human understanding for the directives of a life compatible to the Divine Creator.

Modernism incorporates all pre-existing practices of voodooism, Balism, phallic worship and cabalistic stupidities, regarding which the National Council of Churches has never expressed concern or alarm. This silence is indicative of, if not equivalent to, acquiescence with the modernists whose aim

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# ZIONISTS MASTERMIND WORLD MORAL SUBVERSION

## Television



**ROBERT KINTNER**

Robert Kintner, former president of National Broadcasting Company, who received a scathing indictment from Senator Dodd at the 1962 Senate Sub-Committee Juvenile Delinquency hearings, for "excesses of crime, violence and sex on home television screens." Saul Alinsky, son of Russian immigrants, self-styled "professional radical," fans the flames of violence among racially "exploited" masses with such

## Civil Rights



**SAUL ALINSKY**

## Legal



**MORRIS ERNST**

views as "Freedom cannot be given, it must be taken." Scorns religious dogma, believes: "Irreverence is basic to free society." Morris Ernst, lawyer for the notorious American Civil Liberties Union, who for thirty years fought to legalize homosexuality. Ernst has authored several books and worked closely with D. H. Lawrence, author of the condemned book *Lady Chatterley's Lover*. Ralph Ginzburg, publisher of pornographic filth, in-

## Publishing



**RALPH GINZBURG**

## Politics



**A. M. SCHLESINGER**

dicted on nineteen counts of mailing obscene advertising. His magazines *Fact*, *Eros*, *Housewife's Handbook on Selective Promiscuity* have polluted American homes for many years. Arthur M. Schlesinger, administrative assistant under JFK and LBJ, infuriated millions when he stated: "People too often believe in patriotism and religion." Schlesinger continually rewrites history with unpardonable disregard for the truth.

## The New Morality

(Continued from Page 1)

is to destroy the formulas for compatible religious felicity and behaviour. In effect the National Council of Churches has never opposed modernism, nor advocated personal self-restraint to attain power over self, or over others.

Modernism suggests self-debasement. It induces lower animal instincts as seen in the miniskirt fashions and topless ensembles. It rationalizes promiscuity as a cult endeavor, and propagates a culture for a captive world for those who would elevate themselves as kings over a degenerated people. This is personified communism. This is the trend to debase the Church and to fade it into oblivion. This is the product of pseudo-messianic claims of a people who despoil civilizations through dialectical disputations to compound confusion and evil. This is the sum total character of a people whom the ultra-pious blindly proclaim as God's chosen people. And this is the problem that, without understanding, will eventually bring the Gentile world into complete slavery through the annihilation of the free enterprise system and the free judicial system.

Many a Gentile-Christian is perplexed over the serious issues in modern trends. The question becomes a big WHY. The answer is found in the proposals and the objectives of political Zionism. Their hate for Christianity becomes a vendetta to annihilate Christianity through war, legislative skulduggery and economic control-machinations which are predetermined criminal assaults upon an unsuspecting people. Every twenty years a new generation is forced into international conflicts through Zionists in high places of government. Through executive measures and directives, a captive United States Congress, without the slightest concept of understanding, implements the program of the secret government, tracing the vendetta blueprint ever closer to the achievement of their messianic dreams.

In retrospection, we find Hiroshima and Nagasaki the center of Christian endeavor in Japan. Korea and Indo-China were the foremost Christian areas of Asia. Christians remember the more than one hundred thousand casualties in the Korean War. Katanga was the greater Christianized area in the Congo, and Americans remember the sadistic account of the United Nations spilling innocent blood of both White and Negroid indiscriminately. Now the Jew Arthur Goldberg goads the Security Council of the U.N. to wage warfare on the Christian governments of Africa. Will American boys be catapulted into this trap? Will American taxpayers sacrifice personal wealth to aid in the machinations of a vendetta—a sacrifice on the altar of Judaism—to enforce the desires of a world government control over all humanity?

Under the World Federalization the International Monetary Fund will issue a world

conformity on monetary values under a one world money system. Gold is currently being corralled in a centralized control through the International Bankers. The Southwest African Nations and Rhodesia mine and stockpile gold independently which threatens the plan of the Internationalists.

Coupled with the African issue is the threat of the Arab states toward Israel. To employ American troops in Africa brings them into proximity to the Israel-Jordan dilemma. This fulfills the commitments of Eisenhower, Kennedy and Johnson who as presidents over the American people, through executive agreements and without consent of Congress, placed American youth in expendable positions for the preservation and advancement of political Zionism.

Paramount in the anti-Christian drive by political Zionism is the decolonization of all world empires for the restoration of national religious beliefs as a means to disfranchise the Christian influence in the African and Asian countries. This effected a spontaneous hate for the missionaries who established the Christian outpost where the benevolence of mankind was freely given to peoples in need of education, medical substance, hospitalization and beneficial gratuities from the heart of the Christian commonwealth.

The sanctimonious Pharisees and Sadducees operate today as in the days of our Lord's sojourn on earth. Traditionally they consider themselves superior to all other races. Their attitude toward the non-Jew is one of contempt. They regard him as a human animal, without legitimacy to the benefits in life, and that such impropriety places him in the category of a human slave. Such is the mind of dialectical disputations of those who despoil the only religious system the world has ever known for creative action and the general welfare of humanity.

Ahead of the American-Christian peoples are darkness and gloom. The year 1976 marks the bicentennial observance of American independence from Great Britain. The Peoples Victory Congress culminating "Operation '76" is timed to announce a World Democracy with Party members assembled in Independence Mall in Philadelphia, Pennsylvania, on July 4, 1976 where, "with one heart and with one voice", the participants will "hail" our nation's participation in the Soviet pattern, with the United States fully integrated in that pattern. The U.S. Senate is expected to ratify this plan in the meantime, and to bring the Nation under control of the Genocide Pact through legislative action masked as civil rights laws.

Into the civil rights areas it is planned to gather minorities. Within ten years, the influx of immigration will upgrade minorities to dominating power numerically. They will have the edge on majority rule, and the Zionists consider this the conquering event to legalize their vendetta on the White Christian race. With America holding political, economical and military control over the na-

tions, this country continues as the "whipping boy" in the struggle for world power.

In the interest of despiritualized religion will come bills to remove all legal restrictions from the manufacture and public sale of marijuana; to provide federal-state supervision of the purchase and dispensation of heroin and other opium derivatives; to place certified drug addicts on a daily maintenance dosage at taxpayers' expense; and to permit lawful use of LSD-25, mecaline philocibin and related hallucinationogenic drugs as used today, in the ancient occult practices as described above. All federal and state laws prohibiting and relating to pornography and obscene practices, including homosexuality, transvestism, and the entire gamut of sexual deviations included under laws pertaining to sodomy are now being questioned. Each of the rights in practices and activities grouped in these four categories is to be projected as rightly sanctioned by the "NEW MORALITY", whose minority practitioners must no longer be penalized by state laws reflecting prejudice. Red agents in the anti-poverty program and religious organizations, as well as in the traditional civil rights movement, have been instructed to correlate the "struggle" of these mixed "minorities" with that which the Negro and other bias-plagued racial and religious groups are waging against discrimination and public bigotry.

Will the American people, through inaction uphold the devilry of these people; or will they counter with educational programs, and through organized effort force the United States Congress to reassess the seriousness of our plight with a counter revolution in principle by returning to the Scriptures for inspiration and Godly guidance? This is not a problem for one or two. It is a problem for all America.

## IS THE "NEW MORALITY" LEGALIZED IMMORALITY?

"You must work until religion is synonymous with insanity. You must work until officials of city, county and state governments will not think twice before they pounce upon religious groups as public enemies."

—Communist Manual of Instructions from Psychopolitical Warfare, as Published in "Brainwashing."

## PROTOCOL IX BY THE ELDERS OF ZION

10. We have fooled, bemused and corrupted the youth of the goyim by rearing them in principles and theories which are known to us to be false although it is by us that they have been inculcated.

## PLEASE PASS ON TO A COLLEGE STUDENT



# EDUCATION OR INDOCTRINATION

## WHAT IS IN YOUR CHILD'S TEXTBOOK?

"...THERE SHALL BE FALSE TEACHERS AMONG YOU, WHO PRIVATELY SHALL BRING IN DAMNABLE HERESIES..." II Peter 2:1.

By Martha Andrews A.B., M.A.

The author is the daughter of a late minister and college president, holds an M.A. degree in religious education, has taught in high school, college, and operated own kindergarten, and has personal knowledge of socialism in churches and seminaries, and in education from kindergarten to college level.

Few parents nowadays bother to find out what their children are being taught. Curious, we browsed through our child's books, believing that his fifth grade texts would probably be a typical spot-check of current trends. What we found was so appalling that this child was transferred to a private Christian day school.

The reading book of THE NEW BASIC READERS series by Gray, Monroe, Artley and Arbuthnot contains no poems whatsoever; no works by well-known American authors — Whittier, Longfellow, etc.; the stories contain no morals. Many stories, with costly, multi-colored illustrations, are about children of other lands and animals. Twenty seven hundred words had been introduced by the end of this book in the series, teaching reading by memorizing the appearance of words instead of by reasoning the sound.

The speller, MY SPELLING by Yoakam and Daw, is on the same order with more emphasis on the use and meaning of words than on phonics and word structure. A dictionary which concludes the speller "defines" the word "Bible" in book four as telling us to love our neighbors.

The language book, OUR ENGLISH LANGUAGE EVERY DAY by Bailey, Barnes and Horrocks, has a cowboy in multicolor on the cover and bucking bronco on the fly leaf, stooping to the child's level. Its units have such titles as "Just for Fun," "What's Your Hobby," "A Trip to the Moon," making learning an entertainment instead of serious business. The "language" study contains instruction on conducting meetings, making introductions, telephone calls, making up riddles, etc. Grammar is presented haphazardly with punctuation, capitalization, kinds of sentences, speaking choirs, etc., conglomerated into one unit.

The arithmetic text, AMERICAN ARITHMETIC by Upton and Fuller, is copyrighted under the "International Copyright Convention," rather than an American work. The book skips about moving to a new subject before an old one is mastered: long division, fractions, back to long division, back to fractions, etc. The word "groups" is used instead of numbers, as putting together "groups" of the same thing, making arithmetic a social collectivist matter. Multiplication tables are not taught: instead, the child must memorize "facts":

	2	3
These facts go no	x2	x4
higher than 9's,		
making it easy to count	4	12
on the fingers.		

ADVENTURING IN SCIENCE by Craig and Hill, emphasizes the social utility of Science and not knowledge for knowledge's sake. Emphasis is on experience: students are not just taught that heat rises — they hold a thermometer near the floor, then the ceiling. (In classrooms much blackboard space for drilling is replaced by aquariums, etc., for object lessons). The book teaches as fact the theory (man's guess) that man "evolved" from lower animal, contrary to Bible teachings that God created man in His own image and commanded every living thing to bring forth after (own) kind (Gen. 1). (Evolutionary theories were developed by atheists to explain away God's miracles).

A unit entitled "Animals Live Together," has such subtitles as "Bees are SOCIAL Ani-

mals;" and "Ants are SOCIAL, too." (To communists, man is but a social animal). It pointed out how the GOVERNMENT protects animals with game reserves, hatcheries, etc. (Government tentacles into every walk of life is socialism, baby sister of communism). Then a discussion of city planning ensues (A socialist program).

A study question asks if the community could be more beautiful and livable. (This approach creates criticism and dissatisfaction. True science study is the presentation of facts — not the development of young social reformers). Collectivist ideas were summarized by indicating that although people have different languages, skin or customs, they are alike in many ways and can work together (a communist line with the aim of a one-world, classless society, with one government, one religion, and one race — the "human" race). The science textbook is somewhat of a substitute of theoretical SOCIAL science for absolute science.

The prize goes to the social studies text, EXPLORING THE NEW WORLD by Hamet, Follet and Ahlschwede (why all the foreign-named authors?). It is a conglomeration of history, geography, civics, past and present. Much space is consumed in meaningless conversation while "we" take a voyage through the land which Columbus discovered.

The book pushes the laborer; instead of listing products, it shows how people of various sections "earn money" and asks the student if he would rather work in a factory, mine, or farm, etc. Illustrations depict the working man; industry, for example, is not pictured as towering smokestacks, or anything that would represent management, capital, or free enterprise, but laborers at work. (Communism is a proletarian 'laborers' revolution).

The text indicates that in 1619 Negroes were first put on tobacco plantations in Virginia. This is a false impression. The first slaves in America were possessed by New England factory owners and were later sold to southern plantation owners. The book gives the impression that the South (land of plantations) was backward in agriculture until the GOVERNMENT stepped in with farm agents to show the South how to farm (propaganda for socialistic government "services").

Following each unit is listed attitude-building activities, books, records, etc. Among records it lists the tear-jerker "Nobody Knows the Trouble I See," and among books Harriet Beecher Stowe's anti-South dissertation UNCLE TOM'S CABIN, a leading factor in agitating the civil war. (Racial agitation is a communist tool).

Nothing is said of all that the South has done for the Negro who pays only a minute portion of tax monies spent on him; that there are more Negro businesses in the South than the rest of the nation combined; that the Negro has made more progress in the South in shorter time than any other peoples in history, at any other place in the world. It does not let the future citizens know that in 1826 there were 143 emancipation societies, 103 of which were in the South, nor that the South fought the war to preserve states' rights and property rights, and not to keep man enslaved. It does not tell of the carpet-baggers who pilfered the war-ravished South, how the conquerors dis-enfranchised white voters, nor that the "liberators" did NOT provide for the emancipated Negroes but left them penniless, homeless, jobless and ignorant, to be absorbed by a war-depleted South.

"Mistreatment" of the Indian is then wept over, pointing out how settlers took land from them, and wondering if the students could have "lived in peace" (communist line) with the Indians if they had been settlers.

Then a jump from early settlers to United

"Our teachers must write new school textbooks, and rewrite history from the Marxian viewpoint."

—WILLIAM Z. FOSTER,  
Former Head of Communist Party in U.S.A.



Nations, which, according to the book, meets to solve problems among nations. Nothing is said of the danger of the Soviet veto, that UN treaties supersede the U.S. Constitution, and that the U.N. is the step before world government and destruction of national sovereignty. (Instead of presenting unbiased facts on all sides of a subject, attitudes are built favorable to socialism).

There ensues a discussion of how immigrants have helped make the United States a great country. (Communists want laws relaxed relative to immigration, the source of much subversive infiltration).

Little information is given about early American heroes or factors in the nation's early history which made it the greatest nation on earth. There is no memory work called for; one activity calls for A student to READ the "Gettysburg Address" to the class.

The social studies text spends several pages on the virtues of the Tennessee Valley Authority, Grand Coulee Dam, etc., (socialistic government operations competing with private enterprise). An activity question was on peacetime uses of atomic energy. (Students are encouraged to discuss subjects before they are completely informed, thus developing potential agitators who are informed of only one side).

There is propaganda for national parks. (The government now owns 40% of the land area of the United States on the road to a total state). The book asks what lessons nations can gain by the unguarded border between the U.S. and Canada (propaganda for disarmament). It states that South American armies would be stronger if they had one great leader instead of many (centralized power). In discussing the Panama Canal, the book does NOT teach that the canal belongs to the United States (communists are trying to internationalize the canal). Selling points are given as to why Alaska and Hawaii should become states, but no points against. (The statehood of these liberal areas, one only 18 miles from Russia, the other, made up of orientals, is to communist advantage).

Much stress is placed upon SOCIAL living, "working together," and how the GOVERNMENT helps the poor with housing projects, etc. (Nowhere does the Bible or Constitution give the paternal government such duty, but instead the Bible emphasizes individual responsibility. The government can give NOTHING that it does not first TAKE, but this fact is not pointed out in propagandizing the welfare state).

Projects call for the class to be divided into committees to work on activities. The immature children themselves choose what they want to work on. One child might do the majority of the work, while the "group" gets the credit, destroying individualism, competition, and incentive. One might learn much about Michigan by making a products map, but nothing about Wisconsin, another group's project. The teacher is one of the group (causing lack of respect for authority). Group activities have been blamed for teenage gangs in cities; they lay the foundation

(Continued on Page 4)



## Education or Indoctrination

(Continued from Page 3)

for communal living and a non-competitive society.

In "social studies" one does not learn chronological history. Boundaries are not taught — we are all supposed to be one big happy world family. National pride is replaced with a broader relationship with all peoples. No threat of communism is mentioned.

The social studies book emphasizes the need of our government's establishing "free" schools in underdeveloped countries. Private education, centered around the Bible, was the American system; the Bible places this responsibility upon parents — not society (Eph. 6:4, Deut. 4:10, 6:7). Public schools, introduced in America in the 1860's, came from Prussia and were advocated by Karl Marx in his COMMUNIST MANIFESTO in 1848. With the Marxian doctrine "From each according to his ability, to each according to his need," public schools are financed by private possessions (tax money) taken from property owners irrespective of their having school children, giving others something for nothing.

So-called "free" public schools have been a blessing in many ways; however, Marx advocated nothing that would not serve the "social revolution." Socialized education not only affords the privilege of compulsory education for everyone, but also provides textbooks which indoctrinate a whole generation.

"Progressive" education originated in Russia and was abandoned for traditional methods after the "reds" completed their takeover. This system was instigated in America by a group of socialists to train for a non-competitive society. Its leaders have long lists of subversive records (John Dewey, George S. Counts, et al). It emanates primarily from Columbia Teachers College which trains teachers of teachers. In most education courses only the "progressive" method is taught and only the virtues of this method. People are not taught how to think, but what to think.

Indoctrination of children begins in progressive kindergartens, where world-mindedness is taught by "group consciousness" and appealing stories of children in other lands; where individuals are not featured in programs, but all must perform en masse; and where even using crayon from a common container instead of individual boxes has its sinister implications.

According to reliable investigations, the field of education is second in subversion only to that of religion. Communists influence education through infiltrating teacher-training colleges and teacher's associations, professional journals, and textbooks. A recent survey by Daughters of the American Revolution reveals that 3 out of 4 textbooks are leftist, slanted or otherwise objectionable.

When parents protest about the materials being used, indoctrinated educators parrot fixed replies: "You are judging the whole system by one example," "Your child has a personality defect," or "is left eyed" or "only professional educators are in a position to decide what is best" (self appraisal). It is never the system. Thus the "incompetent" parents and taxpayers are brushed off.

Upon transfer of our son to a Christian day school, achievement tests placed him at 5th year 2nd month, and nine months later at 8th year 9th month, proving to us that it is the method and not the child at fault. Most Christian schools use traditional methods plus giving a spiritual foundation which builds leaders who can withstand false ideologies, and character which reaps rewards in eternity.

With modern textbooks is it any wonder that children grow up with irresponsible, lack-a-daisical attitudes, without ever learning how to study, with mediocrity being acceptable? Is it any wonder that this nation is developing young socialists without foundation in Christian Americanism who would be push-overs for communism?

Admittedly, progressive education has brought about revolutionary changes during the past twenty years — but the big question is: "To what are we progressing?"

## PORNOGRAPHY IN SCHOOLS

Reprinted From Arizona Newsletter

For those, including parents and educators, who are alarmed about the pornography, and downright filth . . . (and to do this assignment you have to have a shock proof personality)! GO TO YOUR PUBLIC SCHOOL AND CHURCH LIBRARY and look for the following list of books and quickly check the pages listed after them. Don't feel that it can't happen in your school, church or public library . . . because it already has! To the surprise of the school authorities, teachers, parents and everyone involved two of these MOST PORNOGRAPHIC books have been found in two Phoenix School Libraries! One was on a Sophomore English Class recommended reading list for a book report! Its contents was as shocking to the teacher who recommended it as the parent . . . it seems that he took the book review as issued by the American Library Association of 50 East Huron Street, Chicago, Ill., as presented . . . It also seems that this Association recommends and reviews books for the school libraries throughout the United States, and it also seems that someone should find out more about this Association and why their word should be accepted by so many schools and just what they are doing . . . AND WHY. Well, lets get on with the assignment, but remember, you will have to be shock proof to read what is being recommended for your children to read and readily available to them through tax supported libraries!!! Here goes . . . and if you wonder why the quotes are not included here . . . well you will learn for yourself . . . incidentally, we have already been called "Book Burners," so don't let that bother you. Also a group has already had the gall to start petitions demanding that this filth remain in the libraries at the expense of the taxpayers, and worse yet, at the expense of our children's minds and morals. Well here goes . . .

"A Field of Broken Stones," by Lowell Naeve, Pages 66, 17, 19, 24.

"Emotional Problems of Living," by O. Spurgeon English, M.D. and Gerald Pearson, M.D., Pages 423, 72, 80, 382, 87, 113, 186, 307.

"American Argument," by Pearl Buck and Eslanda Robeson, Pages, 79, 130-131, 27, 33, 43, 49, 51, 59, 73, 109, 110, 112, 120, 129, 139, 138, 137, 148, 153, 159, 166, 167, 176, 181, 188, 189, 183, 190, 198.

"O Beulah Land," by Mary Lee Settle, Pages 52, 53, 301, 311.

"He is For Heroin," by David Hulbard, Pages 43, 44, 47, 48, 50, 64, 65, 71-75, 86, 110, 120, 114, 116, 121, 122. (This book, supposedly written to discourage the use of narcotics, gives far too much detailed information about how to use them. In my opinion, this is a dangerous book for public consumption as well as High School use . . . yet it is found in some school libraries!)

### SEX LITERATURE IN THE CHURCHES

"The Negro American," a reading list published by the Department of Racial and Cultural Relations, National Council of Churches of Christ in the U.S.A. Excerpts from Introduction, page 5; "We have tried to save your time by culling the best. Read for enjoyment and information, remembering to note publication date. Read aloud to your children, or put the books where they will be picked up. Make recommendations to your children's teachers and to librarians. Share your copy of this list with friends. Urge church, PTA, and other organizations to circulate copies."

Now, dear reader, you check these books and then decide for yourself IF YOU WANT TO RECOMMEND AND READ THESE BOOKS TO YOUR CHILDREN.

"Sex And Love In The Bible" by William Grahm Cole, Pages 35, 61, 141, 173, 175, 176, 355, 357.

"New Ways in Sex Education" by Dorothy Baruch, Pages 13, 14, 26, 122, 123, 159, 200, 210, 211, 243.

"Without Magnolias" by Bucklin Moon Pages 179, 180, 181.

"Color Blind," by Margaret Halsey, Pg. 25.

"Brave New World," by Aldous Huxley, Pages 55, 80. (This was required reading in Dade County High School)

## CAN YOU MATCH THIS?

"When I was a member of the Communist Party, I remember many occasions where I attended meetings that lasted 18 hours, and we listened to messages on one subject. Every three hours we had a 15-minute rest period, and every six hours, 30 minutes for lunch. No one complained. Everyone was happy that he could receive greater knowledge, and be better prepared for the revolution. I wonder what would happen in our Church if a minister proposed such a thing as this?"

"I remember many times in the Communist Party, when I lived for a whole week on crackers and water, to give what I had earned to the Party, and this is a common thing among those who are loyal to their cause . . ." Kenneth Goff, former Communist, from his booklet, "Red Tide."

## "Once to Every Man and Nation"

"Though the cause of evil prosper,  
Yet 'tis truth alone is strong;  
Though her portion be the scaffold,  
And upon the throne be wrong;  
Yet that scaffold weighs the future  
And behind the dim unknown,  
Standeth God within the shadow  
Keeping watch above his own."

—By James Russell Lowell

### WHAT FACTORS ARE PROMOTING THE "NEW MORALITY"?

These Books Give the Answer . . . !

COLLECTIVISM CHALLENGES CHRISTIANITY by Verne Kaub. Exposes callous frauds in the collectivist ideology so often promoted in the church-sponsored conferences. -----\$1.00

BRAINWASHING, by Kenneth Goff (former Communist). Soviet Manual of Instruction on Psychopolitical Warfare -----\$1.00

REDS PROMOTE RACIAL WAR, by Kenneth Goff. Outlines master plan through racial strife -----\$1.00

RED SHADOWS, by Kenneth Goff. Reds blueprint for world control by 1970—Details program for youth ----\$1.00

RED BETRAYAL OF YOUTH, by Kenneth Goff. ----- .50

ONE WORLD A RED WORLD, by Kenneth Goff. Accents what U.N. has done to youth ----- .50

PARENTS AND PUPPETS OF THE P-TA. Published by Tarrant County Public Affairs Forum, Fort Worth, Texas. (Pitfalls of this organization cited). ----- .25

## Common Sense.

UNION, NEW JERSEY, U.S.A.

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